

OBSERVATION & DATA COLLECTION

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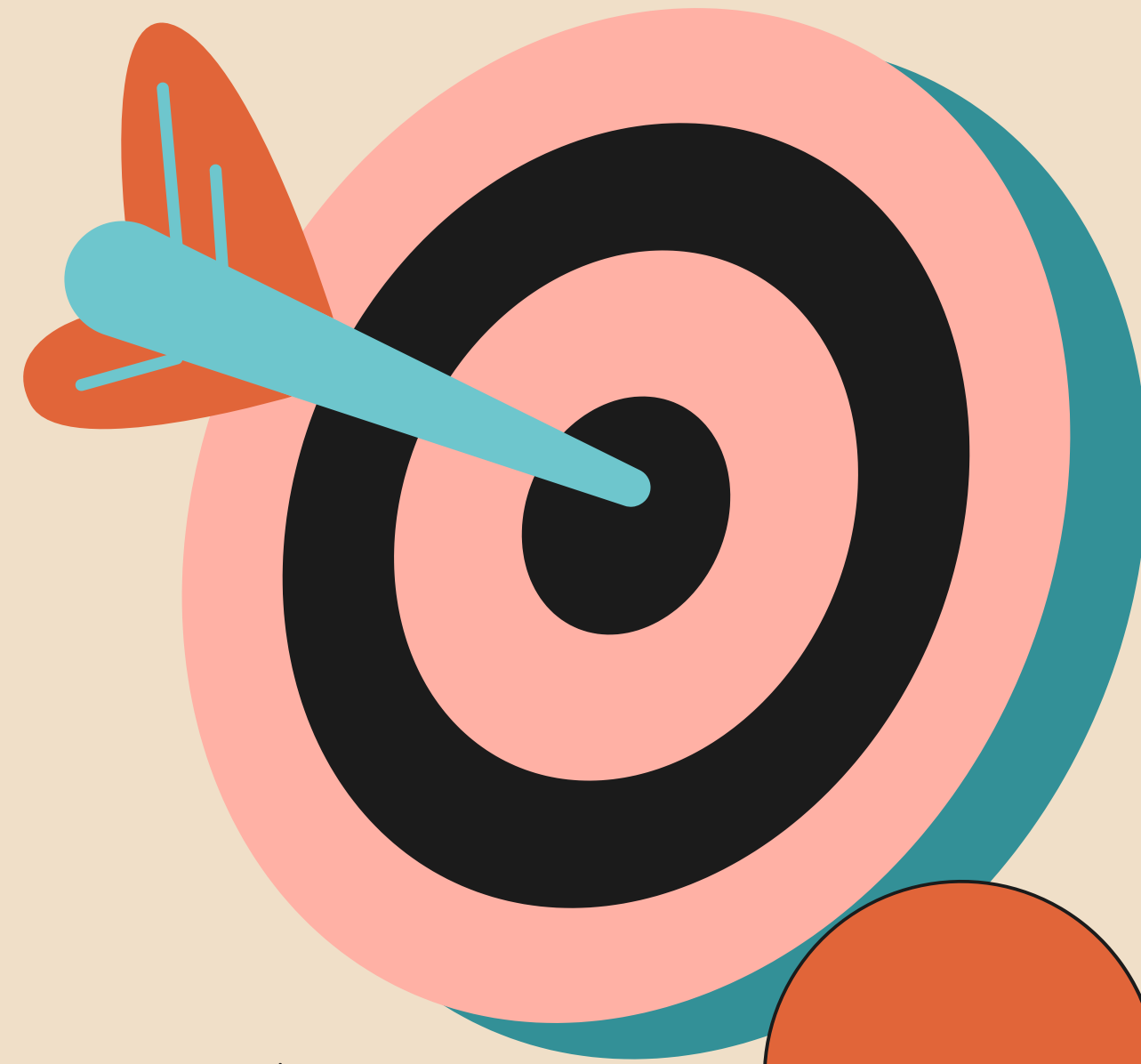
CONNECTION BEFORE CONTENT



ADULT LEARNERS DON'T LEARN FROM EXPERIENCES ALONE, BUT BY PROCESSING THEIR EXPERIENCES.

Today's Objectives:

- Think about why data & observation is important in your work.
- ICEL Framework
- Practice the Process: Scenarios



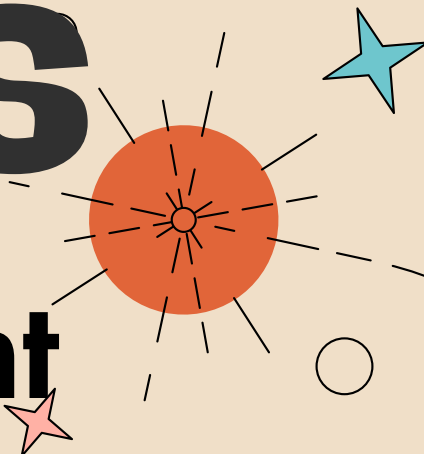
WHY THIS TOPIC?

- Part of the roles and responsibilities of a paraprofessional
- Taking data is part of the IEP
- Shows student growth
- Helps service providers see what supports a student needs & whether or not interventions are working.
- Drives student placement



Do you feel part of the process in these ways?

FRIENDLY REMINDERS

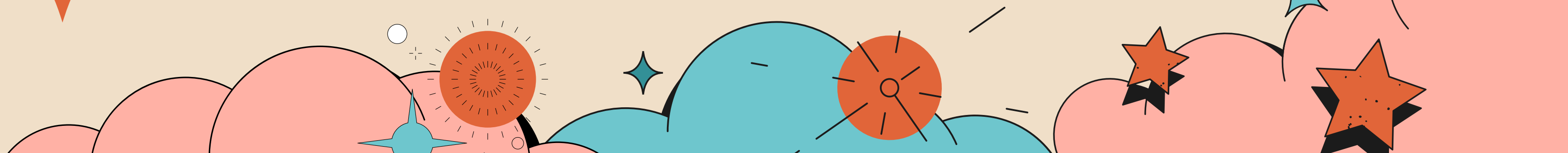


✦ Don't be afraid to ask questions about student goals, or how to take the data.

- What, How, Why

✦ Don't make up data or summarize during the collection phase.

✦ Accuracy & Consistency are key



DATA COLLECTION METHOD EXAMPLES

- Direct Observation
- Rating Skills
- Checklists
- Running Records
- Document Review



You may want to take observational data on:

Student behavior: Observe students' behavior to help them improve. For example, a team might record how often a student is eloping from class.

Student performance: Observe students' performance on skills, such as in reading class. For example, a team might observe and track how many sight words the student can independently read.

Student engagement: Observe how long students engage in a behavior, how long it takes them to begin a behavior, and how often they engage in a behavior. For example, a team might observe how long, or how many prompts, it takes for a student to start working after given an assignment.

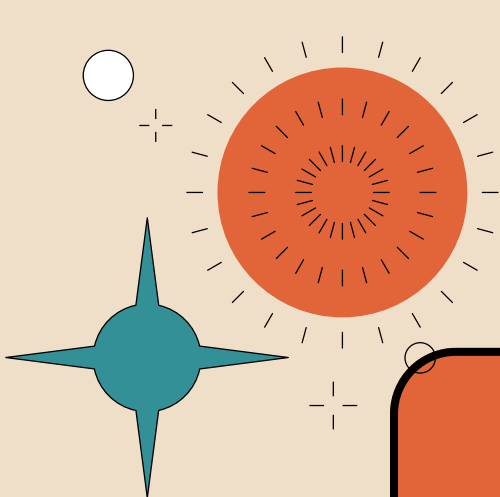
Student break: Observe students during break and see what they choose to do for enjoyment.

Student interactions: Observe how students interact with each other. For example, a team might observe the number of times a student initiates play with a peer.

**EXAMPLES
TO SHARE?**

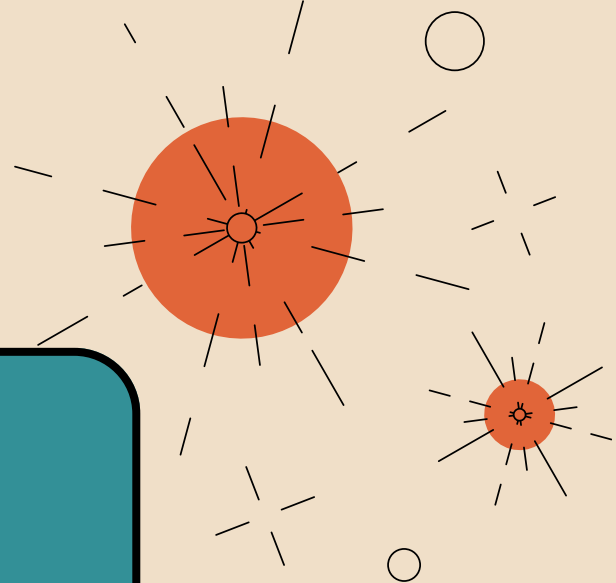


ICEL FRAMEWORK



INSTRUCTION

CURRICULUM



ANALYZE

ENVIRONMENT

LEARNER

What Resources do you need to analyze data for this?

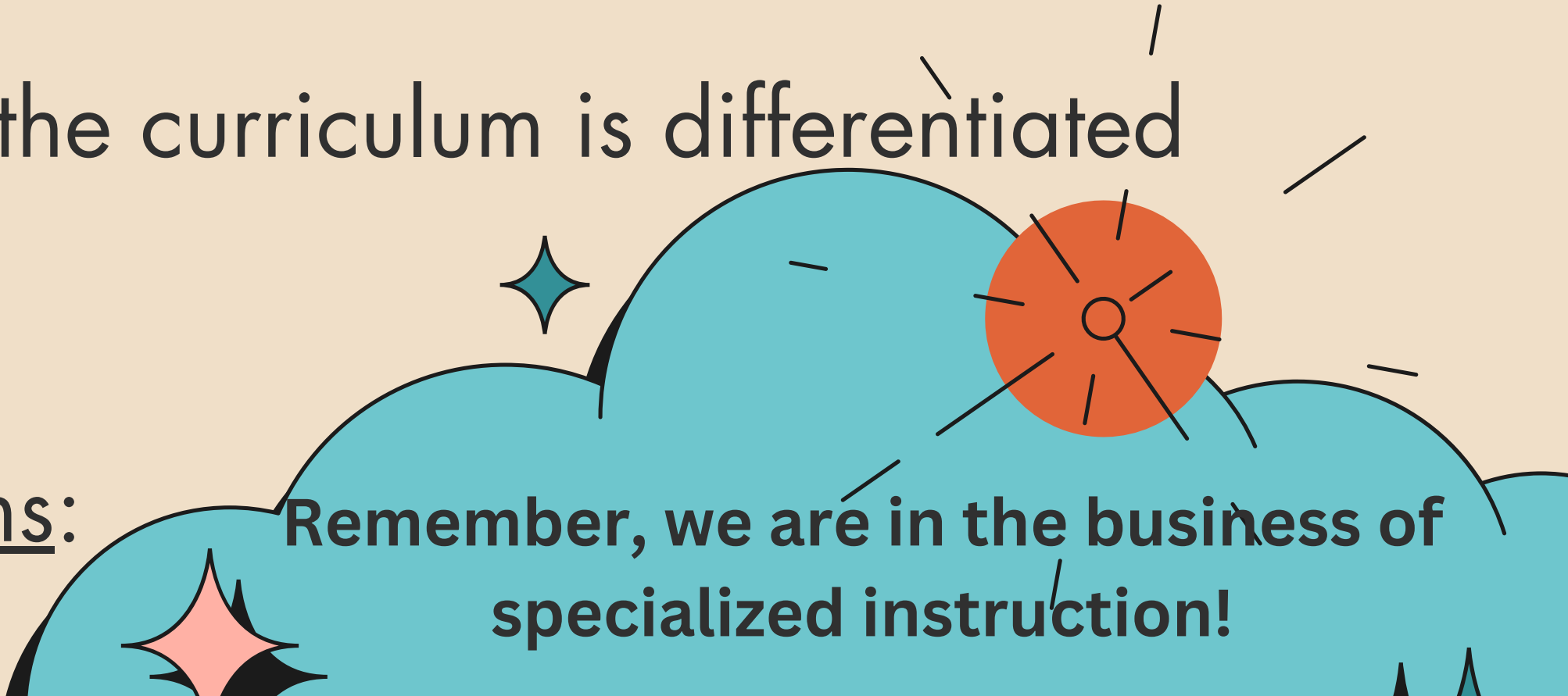
INSTRUCTION

Consider instructional techniques: How new skills are taught and reinforced. *Multi-modal?

Consider presentation style: How the curriculum is presented.
*How long are students expected to sit and attend to task?

Consider differentiation: Whether the curriculum is differentiated to meet the needs of the learners.

Consider instructional conversations:
How instruction is delivered.



Remember, we are in the business of specialized instruction!

CURRICULUM

- School Curriculum & Standards
- Skill Gaps
- What are the barriers?
- Modifications & Accommodations



ENVIRONMENT

School, Community, Home

NOISE LEVEL

**ROOM
ARRANGEMENT**

**SCHOOL &
CLASSROOM
CULTURE**

ATTENDANCE

**CLASSROOM
EXPECTATIONS**

CLASS SIZE

LIGHTING

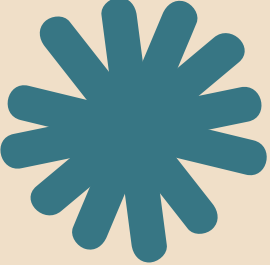
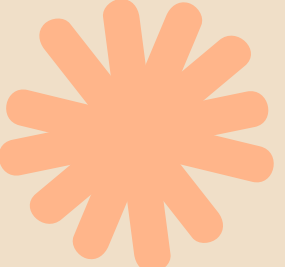
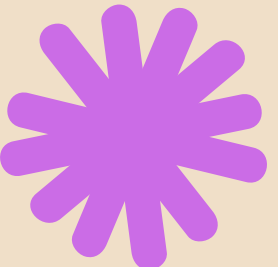
LEARNER

- Strengths
- Weaknesses
- Executive Functioning
- Motivation
- Learning Style
- Impairments



Instructionally Relevant Questions

Think about a student you work with.

-  What do you know about classroom instruction and how the student is responding to instruction?
-  What do you know about the curriculum and how the student is responding to the curriculum?
-  What do you know about the learning environment and how the student is it conducive to this student learning?
-  What do you know about the learner (academic, social and emotional needs, mental health, etc.) and how do these factors relate to learning?



QUESTIONS TO ASK WHEN LOOKING AT THE INFORMATION COLLECTED

What is the cause
of the problem?

When did the
problem occur?

Where did the
problem occur?

Who is involved in
the problem?

Why does the
problem occur?

How did the
problem occur?





What?

How much/often?
In comparison to?
To what extent?

Function
Adaptation
Need

Why?

Meet the need first.

OBJECTIVITY VS. SUBJECTIVITY



Subjective Observation Examples	Objective observation examples
Eddie is probably upset because Sandy took the dinosaur from him.	Sandy took the dinosaur from Eddie.
Eli loves to color. He was too excited and accidentally broke the brown crayon while coloring the picture.	Eli broke the brown crayon while coloring the picture.
Malcolm was frustrated and moved to another table with his workbook.	Malcolm collected his workbook and moved to another table

CASE STUDIES



High School

Student: Olivia, 14 years old

Context: Olivia has been skipping her elective classes and is often tardy to her core classes. She has been caught using her phone during instruction and seems withdrawn. Teachers are concerned about her emotional well-being but don't have clear data to pinpoint when or why she disengages.

Reflection Prompt: What role could data play in understanding Olivia's behavior patterns? How might it help determine whether her actions are linked to social, emotional, or academic factors?



Middle/Junior

Student: Jason, 12 years old

Context: Jason often arrives late to class and appears disengaged once he's there. He tends to doodle or zone out during lectures but participates when the class does hands-on activities. His grades are declining, and teachers are unsure if his lack of engagement is due to academic struggles, social distractions, or something else.

Reflection Prompt: How could data collection inform understanding of Jason's disengagement? What barriers might exist in getting data?



5th Grade

Student: Emily, 10 years old

Context: Emily struggles with completing her homework and frequently refuses to participate in group work. Her teacher believes the problem may be related to her anxiety about being called on, but there's no consistent evidence.

Reflection Prompt: How could data help in identifying Emily's triggers? What types of data points would be useful in distinguishing between avoidance due to anxiety versus academic challenges?



4th Grade

Student: Sofia, 9 years old

Context: Sofia often avoids participating in classroom discussions, especially when it comes to reading aloud. She will ask to go to the bathroom or pretend to look for something in her backpack when called on. Her teacher suspects that Sofia may be struggling with reading but has no clear evidence of why she avoids participation.

Reflection Prompt: How could collecting data on Sofia's participation and reading performance help identify her needs? What type of data would help determine whether her behavior is linked to reading difficulties or another issue?



3rd Grade

Student: Ryan, 8 years old

Context: Ryan frequently argues with peers and has been involved in several physical altercations during recess. His teacher is unsure whether the behavior stems from difficulties with social interactions or frustration with specific peers. There are no clear patterns yet.

Reflection Prompt: Why is data collection critical in identifying how to address Ryan's behavior? What data would help guide interventions?

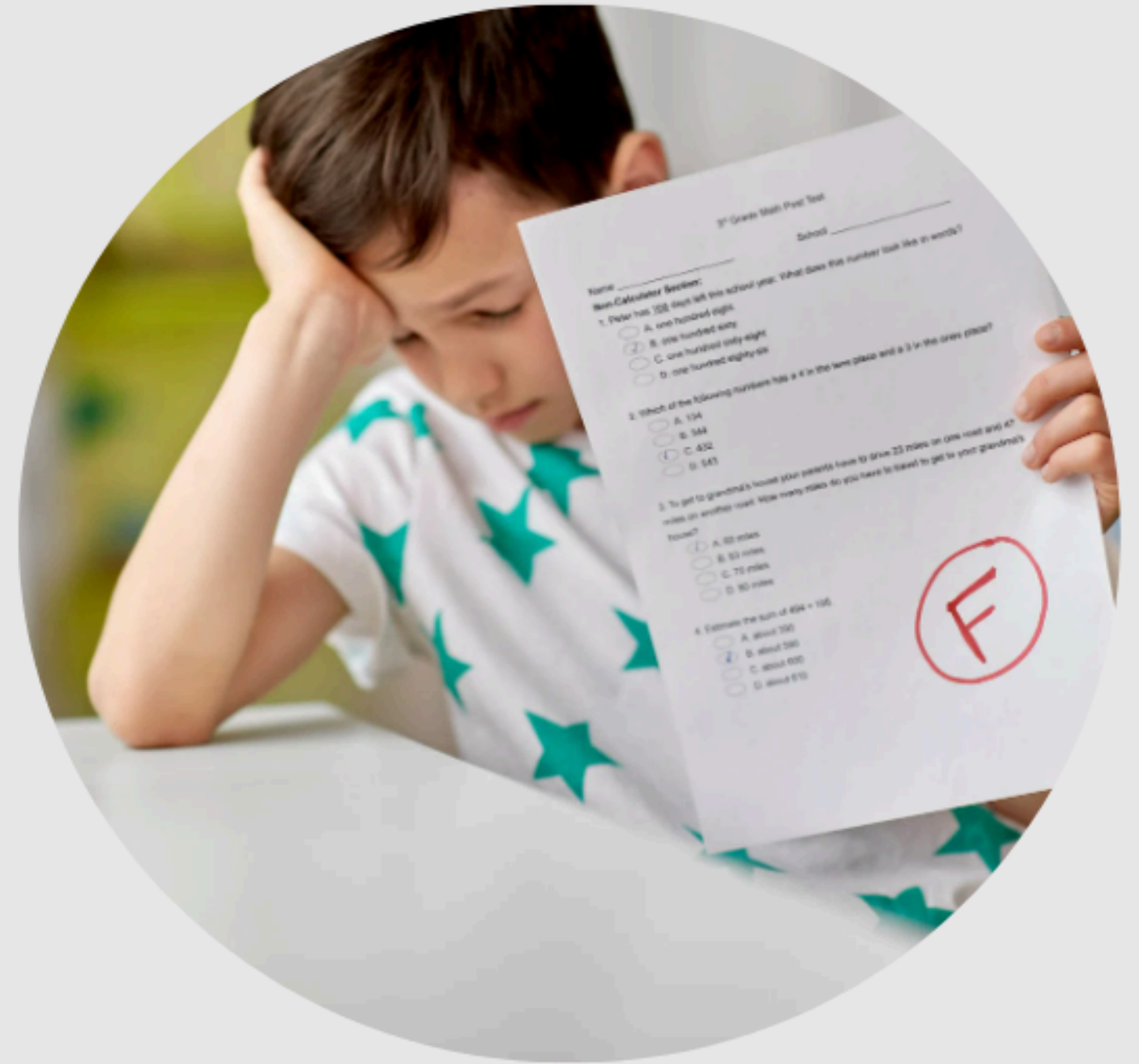


2nd Grade

Student: Aiden, 7 years old

Context: Aiden often rushes through his work, making many careless mistakes. He also has difficulty staying focused during independent reading time, frequently looking around the room or talking to peers. He scores well on normed assessments. His teacher isn't sure if he understands the material too easily, is bored, or if there is an attention issue.

Reflection Prompt: How could data help differentiate between Aiden's level of engagement and potential academic challenges? What specific data points could clarify the cause of his behavior?



1st Grade

Student: Zoe, 6 years old

Context: Zoe tends to interrupt lessons by calling out without raising her hand. She also has difficulty staying in her seat, often wandering around the classroom during independent work. Her teacher notices the behavior is worse during math but isn't sure why.

Reflection Prompt: How might collecting data on Zoe's behavior provide insights? What types of patterns could we explore to understand her challenges?



Pre-K

Student: Maya, 4 years old

Context: Maya frequently throws toys during free play. This behavior occurs with both peers and teachers. Sometimes she does it when frustrated, but other times it seems unprovoked. Teachers have attempted various strategies, including redirection, but her behavior continues, causing safety concerns.

Reflection Prompt: Why would data be helpful in understanding Maya's behavior? What might we uncover with consistent data collection?





THANK YOU